SUGGESTED PLANNING of TEACHING and ASSESSMENT

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME		Me		At so	chool	Healthy	/ habits		Weather	
Listening & Speaking W: 25% LISTEN BETTER lesson Free by howardbwigglebottom Resource URL https://www.youtube.com/watch ?v=HH0rQiwKtSs Minion's Classroom Rules(Short) Free By S T Resource URL https://www.youtube.com/watch ?v=3fFGuWvGqiAb	Appropriate listening behaviour Listen to instructions (classroom routine) and stories, etc. Share personal details	Appropriate listening behaviour Sing songs with movement Listen for enjoyment Listen to instructions (classroom routine) and stories, etc. Share personal details	Appropriate listening behaviour Listen for enjoyment Listen with interest to stories, rhymes and songs. Listen to instructions	Appropriate listening behaviour Share personal experiences at the school Sing songs with movement Listen with interest to stories, rhymes and songs. Listen for enjoyment Listen to instructions and stories, etc.	Appropriate listening behaviour Share personal experiences on the sports field. Listen with interest to stories, rhymes and songs. Listen to instructions	Arrange pictures in logical sequence and discuss Discuss pictures on posters and in books. Suitable listening behaviour/ respect/ take turns Take part in discussions, share and take turns to talk.	Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns		Share personal experiences of a hot summers day. Sing songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns	Appropriate listening behaviour Share personal experiences Arrange pictures in logical sequence and discuss Classify objects by using correct vocabulary
Phonics W:20% Free Word Families for Kindergarten 1st Grade ESL Teaching https://www.youtube.com/watch?v=Y5g_O6y3F1Q Letter S Song (Animated) Free by Have Fun Teaching Resource URL https://www.youtube.com/watch?v=_80RsEQD2nl Phonics Letter-T Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=4PhbUhrl4KE Phonics Letter-O Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4 Phonics Letter-M Alphabet Songs For Children Phonics Letters For Toddlers Videos For Kids Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4 Phonics Letter-M Alphabet Songs For Children Phonics Letters For Toddlers Videos For Kids Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=xUOc-UwTVBA	Yamkela abafundi abafikayo. Thetha ngemithetho ebebethe baziswa ngayo ngosuku loku-1. Thetha ngokubaluleka kwesimilo esisiso kwigumbi lokufundela. • Thetha ngemithetho kwigumbi lokufunda yaye kutheni kufuneka sinayo. • Bhala imithetho ebhodini. Cela abafundi babenogalelo nabo. • Nantsi imizekelo yemithetho onokuyibandakany a: Sigcina igumbi lethu lokufundela licocekile. Siyamamela xa omnye ethetha. Siphakamisa izandla zethu xa sifuna ukuthetha into. Siyonwaba egumbini lethu lokufundela. • Vumelanani koko kokumakuthi kwenzeke kwabo baphula umthetho wegumbi lokufundela. • Xa kuphuma isikolo, yonke imithetho	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba-u-la/, u-le/, u-li/, u-lo/ no-lu/; Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: idada, utata, isele, ipere, ivili, usisi, ifoto, imoto, ubuso, ufudo	Fundisa isandi nononbumba-u-lal no-lbl Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: lala, bala/ Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Umama ulala apha.	Fundisa isandi nononbumba-u-lol no-lcl Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:coca, cela, i-orenji, ifoto Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Cela ifoto kuToto.	Fundisa isandi nononbumba-u-/i/ no- /h/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: ihamile, ihotele, iharika, ihilihili Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Ihagu ingene ehokweni.	Fundisa isandi nononbumba-u- /u/ no /v/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: ivazi, ivili, vala, veza, Vuyo, vakala Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Vuyo vula ivazi.	Fundisa isandi nononbumba-u-/e/ no-/k/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: isikere, ikati Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: / lkati ilele ekoneni.	Fundisa isandi nononbumba-u-/I/ no-/n/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: /ileli inaliti/ inene Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Iliso likaLona liyalila.	Fundisa isandi nononbumba-u-/s/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: sela, suka, sula, isele Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: USalusiwe ususa isele.	Fundisa isandi nononbumba-u-/m/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: mama, isimemo, imela Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Umama kaMilisa ufumene isimemo.

Phonics Letter- 0 Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/wa tch?v=rpvtKnqu7-4	yikhuphele kwi powusta.									
Reading W:25% Shared Reading	Emergent reading skills: Recognise own name that those of at least 10 classmates Hold the book and turn the pages correctly Predicts the story by making use of the pictures; read picture books	Emergent reading skills: Recognise own name that those of at least 10 classmates Hold the book and turn the pages correctly Discuss how to handle a book and the care of books Predicts the story by making use of the pictures; read picture books	Emergent reading skills: Recognise own name that those of at least 10 classmates Hold the book and turn the pages correctly Discuss how to handle a book and the care of books Predicts the story by making use of the pictures; read picture books Interpret pictures to create own story; "read" pictures	Emergent reading skills: Recognise own name that those of at least 10 classmates Hold the book and turn the pages correctly Discuss how to handle a book and the care of books Predicts the story by making use of the pictures; read picture books Interpret pictures to create own story; "read" pictures	Emergent reading skills: Vocabulary building Repeat the story several times so that learners can get acquainted with the vocabulary in the story Read etiquettes and under scripts of objects in the classroom Make use of visual cues: Reflects on the end of the story by discussion what could lead to it Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other	Emergent reading skills: Vocabulary building Repeat the story several times so that learners can get acquainted with the vocabulary in the story Read etiquettes and under scripts of objects in the classroom Make use of visual cues: Reflects on the end of the story by discussion what could lead to it Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom Make use of visual cues: Reflects on the end of the story by discussion what could lead to it Build basic skills of understanding: Builds understanding by asking questions on the story. Learners to answer in full sentences.	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom Make use of visual cues: Reflects on the end of the story by discussion what could lead to it Build basic skills of understanding: Builds understanding by asking questions on the story. Learners to answer in full sentences.	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom Interpret pictures to create own story; "read" pictures	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom Interpret pictures to create own story; "read" pictures
Group Guided Reading What Is Guided Reading? Reading Lessons Free by How cast Resource URL https://www.youtube.com/watch ?v=yw6CyBjkPqw ds vocabulary - Clothes - clothing - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch ?v=Q EwuVHDb5U Kids vocabulary - Feel (Feelings or Emotions) - Are you happy? - English video for kids Free By English for anyone I Resource URL https://www.youtube.com/watch ?v=g3J8dirGgOw	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight words	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight words	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters and full stops Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters and full stops Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	for understanding • Learners start to monitor themselves • Reading fluency • Make use of sentence	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters, full stops and question marks Read aloud from own book in groups with teacher Builds basic basic skills for understanding Learners start to monitor themselves Reading fluency Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	Develop basic concepts from printed text: Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters, full stops, commas and question marks Read aloud from own book in groups with teacher Builds basic basic skills for understanding Learners start to monitor themselves Reading fluency Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary	Read aloud from own book in groups with teacher Begins to build sight vocabulary • Begins to build sight vocabulary

Writing: W:20% Writing	Draw pictures to convey a message e.g. a personal experience Copy captions and sentences Class newsletter (teacher writes)	Draw pictures to convey a message e.g. a personal experience Copy captions and sentences Class newsletter (teacher writes)	Draw pictures to convey a message Copy captions and sentences Class newsletter (teacher writes) – contribute ideas to write a class story.	Draw pictures to convey a message Write a sentences or news correctly from blackboard. Class newsletter (teacher writes)-contribute ideas to write a class story.	Draw pictures to convey a message Copy under scripts and sentences Use words of which the letter sounds are already taught	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	letter sounds are already taught Copy under scripts and	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Make use of sentence strips and flashcards to consolidate words Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Use words of which the letter sounds are already taught Copy under scripts and
Handwriting W:10% Handwriting	Preparation stage: Develop the fine motor and eye hand co-ordination by; Painting of picture – Draw/paint a self portrait Starch work – use large paper – make patterns in the starch with fingers (own choice) Playing with clay – make different shapes/animals, make the letter that your name starts with	Preparation stage: Develop the fine motor and eye hand co-ordination as in Week 1 Make Different Patterns e.g. Practice the pattern in the air Starch work – make the pattern with finger in starch Use an old telephone directory, practice the pattern in the book with wax crayons. Practice the pattern on old news print (fold the paper) use wax crayons. Draw a master pattern with chalk on the ground/floor. Walk on the pattern Use sand paper and follow the direction of the pattern with finger.		write a class story. Develop fine motor skills by: tearing papers to exercise fingers before writing. Play piano on desk while singing a song. Write the /////////////////////////////////	Develop fine motor skills by: • playing with dough. • Do different finger exercises before writing e.g. write your name on your friends back using your finger. • Write the pattern illililion blank paper with a wax crayon. • Letter formation: i, l • Write letter in the air, sand, with wax crayon on paper • Write letters and pattern in book – (Give special attention to the correct way of writing in a book – write with wax crayon or thick pencil) • Write the Number: 2 2 2	Develop fine motor skills by: Cutting pictures out of a magazine. Doing different finger exercises before writing. Introduce a new pattern on a blank paper with a wax crayon. Introduce the letter: m, n Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book) Introduce the Number: 3 3 3 3	Develop fine motor skills by: Cutting pictures out of a magazine. Doing different finger exercises before writing. Introduce a new pattern on a blank paper with a wax crayon. Introduce the letter: r, h Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book) Introduce the Number: 3 3 3 3	Develop fine motor skills by: Do different finger exercises before writing. E.g Scratch your friends back, play with clay, scrunch papers to make a ball. Pretend you are taking a bath — washing and rubbing your own body with your hands. Introduce a new pattern on blank paper with a wax crayon. Letter formation: u, t Write letter in the air, sand, with wax crayon on paper Write letters and pattern in book - Give special attention to the correct way of writing in a book Write the Number: 4 4 4 4	Develop fine motor skills by: Do different finger exercises before writing. E.g Scratch your friends back, play with clay, scrunch papers to make a ball. Pretend you are taking a bath – washing and rubbing your own body with your hands. Introduce a new pattern on blank paper with a wax crayon. Letter formation: y, u Write letter in the air, sand, with wax crayon on paper Write letters and pattern in book - Give special attention to the correct way of writing in a book Write the Number: 5 5 5 5	Develop fine motor skills by: • Tear and past paper to make a picture Consolidation of letters: v, w, i, l, m, n, r, h u, t, y Consolidation of numbers: • 1 - 5
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters

Informal assessment; remediation	 The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing.
SBA (Formal Assessment)	 The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. https://drive.google.com/open?id=1vbctW2SUYC9jTL VP1io8Q0YWVC5M 0CBo-FiphTuzU
	https://drive.google.com/open?id=11ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4 https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA https://drive.google.com/open?id=1nQdRnD-wgss5XgHlQee0ulLLSAgf97t53mMz5FomRmY

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My f	amily	Safety	at home		My body			Keeping my body safe	
Listening & Speaking W: 25% Free By FreddiesVilleVideos Resource URL https://www.youtube.com/watch? v=fuZktwZKYNE	Appropriate listening behaviour- listen to peers that tells stories about their families. Talk about personal experiences – My family Listen to instructions – Teacher give more than one command to learners to act on. Join in choruses and rhymes (Poems and rhymes on the family)	Appropriate listening behaviour- listen to the stories of their peers on their families Talk about personal experiences- things they as a family likes to do together Listen to instructions – teacher gives more than one command for learners to act on. Join in choruses of songs and rhymes (poems and rhymes of the family) Recite poems and rhymes Identify/recognise parts of a whole	house Convey messages – tell Mom and Dad how to ensure safety at home Recite poems and rhymes (Safety)	Appropriate listening behaviour- Teacher speaks about safety at home during thunderstorms outside and inside the home Listen to more than one instruction at a time Listen with comprehension and answer questions and draw pictures on safety in the kitchen. Recite poems and rhymes (safety)	Appropriate listening behaviour- listen to as story about: My body Listen with comprehension and answer questions and draw pictures (Answers questions about "My body") Join in choruses of songs, stories and rhymes (My body) Identify/recognise parts of a whole	(vocabulary on senses) Recite poems and rhymes (Songs and rhymes on "My body") Identify/recognise parts	Appropriate listening behaviour Listen to facts about "My body" (Bones in my body and parts of my body that helps me to breath) Fit flashcards of bones in the body and body parts that helps you to breath on a poster Participate in class discussions Reading comprehension	Appropriate listening behaviour Talk about personal experiences Describe objects by using correct vocabulary Listen to stories and identify main idea (listen to story on how to keep your body safe) Sequence pictures Participate in class discussions Understand and use vocabulary of subjects Join in choruses of songs, stories and rhymes Recite poems and rhymes	Talk about personal experiences (Yes and No feelings) Describe objects by using correct vocabulary Listen to stories and identify main idea (case studies of yes and no feelings) Sequence pictures Participate in class discussions Reading comprehension Understand and use vocabulary of subjects	Describe objects by using correct vocabulary – I keep my body healthy Listen to stories and identify main idea Sequence pictures (how can we purify water) Participate in class discussions on how to purify water Reading comprehension Understand and use vocabulary of subjects Recite poems and rhymes Identify/recognise parts of a whole
Phonics W:20% Phonics How to teach reading with phonics - 2/12 - CVCs (3 Letter Words https://www.youtube.com/watch?v=-LVabblvDcc Free Word Families for Kindergarten 1st Grade ESL Teaching https://www.youtube.com/watch?v=Y5g_O6y3F1Q	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/g/ no-/j/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: igadi, ugogo,joja, ujingi Abafundi mabanike	 Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/p/ no-/r/; Fundisa amagama asuka kuluhlu lwamagama lwezandi- mazwi: ipopo, ipali, isipili,i-apile ilori, isikere, irayisi,ipere 	Fundisa isandi nononbumba-u-/t/ no-/s/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: utata/iti/ usana, sela Sika oonotsheluza kuluhlu lwamagama. Abafundi	Fundisa isandi nononbumba-u-/z/ no- /q/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:izolo/izulu/zoba/qala,iqela Sika oonotsheluza kuluhlu lwamagama. Abafundi	Fundisa isandi nononbumba-u-/k/ no- /g/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: ikeyiki/ ikasi, igama/ igaba Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi	Fundisa isandi nononbumba- u-/s/ no /z/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: Usisi/ isiselo/ izolo/ izulu Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi	Fundisa isandi nononbumba-u-/d/ no-/m/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: idolo/idami/ imali/imela Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi	Fundisa isandi nononbumba-u-/f/ no-/p/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: ufudo/ifoto/ipapa/ipali Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi	Fundisa isandi nononbumba-u-/w/ no-/x/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: wam/wela/uxolo/xoxa Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi	Tundisa isandi nononbumba-u-/v/ no-/ y/ Tundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: vala/veza/yiwa/yaba Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la

	izivakalisi besebenzisa la magama bebonakalisa ukuqonda intsingiselo.	Abafundi mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda intsingiselo.	mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda intsingiselo.	mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda intsingiselo.	besebenzisa la magama bebonakalisa ukuqonda intsingiselo.	besebenzisa la magama bebonakalisa ukuqonda intsingiselo	besebenzisa la magama bebonakalisa ukuqonda intsingiselo	besebenzisa la magama bebonakalisa ukuqonda intsingiselo	besebenzisa la magama bebonakalisa ukuqonda intsingiselo	magama bebonakalisa ukuqonda intsingiselo.
Reading W:25% Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an experience like this? Decision making skills: Think about why a character acted the way he did? Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Use clues and pictures for understanding Discuss story, characters, main idea	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an experience like this? Decision making skills: Think about why a character acted the way he did? Sequence of events: Look at the pictures and try and remember what happened in the story Give the sequence of events and highlights of the story Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an experience like this? Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Decision making skills: Think about why a character acted the way he did? Think about text: Form own opinions on the text Consolidation of vocabulary: Make use of emotion words in full sentences Synonyms and antonyms Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an experience like this? Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops
	Develop basic	Develop basic	Develop basic	Discuss capital letters and full stops Develop basic	Develop basic	Develop basic	Develop basic	Develop basic	Develop basic	Develop basic concepts
Group Guided Reading What Is Guided Reading? Reading Lessons Free by Howcast Resource URL https://www.youtube.com/watch ?v=yw6CyBjkPqw	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks

	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.	Read aloud from own book or reading chart with teacher Build basic comprehension skills – place events in sequence Learners monitor themselves in word recognition and comprehension skills Reading fluency and punctuation Make use of sentence strips and flashcards to teach new words and sentences to learners.
	Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate • Use phonic knowledge, sight words and clues during reading • Learners monitor themselves in word recognition and comprehension skills • Build sight vocabulary during all reading • Read aloud to a peer from prepared text for reading fluency • Reread known texts
Writing Kids vocabulary - Body - parts of the body - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch ?v=SUt8q0EKbms	Draw pictures to convey a message with simple captions Write words with sounds taught and draw a picture next to the word Write own news sentence and draw Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to write a story on: "How can I show my family that I care?" Some learners can illustrate the story Put the story up in the class for learners to read	Draw pictures to convey a message with simple captions Write words with sounds taught and draw a picture next to the word Write own news sentence Compile word lists according to instructions Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner — Learners draw their family and write under scripts Create own dictionary Use phonic knowledge to write sentences Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it.	simple captions Write words with learned sounds and draw a picture Write own news sentence and draw a picture Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge	 Draw pictures to convey a message with simple captions-Create a security sign for your home and write under scripts Write words with sounds taught Write own news sentence and draw a picture Compile word lists according to instructions – write important emergency numbers e.g. police 10111 Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Write caption/ short sentence and illustrate for reading corner 	Draw pictures to convey a message with simple captions – Write words with sounds taught and draw pictures Write own news sentence and draw a picture Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences Graded Readers:	Draw pictures to convey a message with simple captions – My body is special Write words with sounds taught Write own news sentence and draw a picture Compile word lists according to instructions - senses Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	 Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Graded Readers: Do written activities e.g. Choose the correct word in brackets. Use phonic knowledge to write sentences Use learners' names or action words and nouns so that learners can write their own 	Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to write a story on how to keep our bodies healthy Some learners can illustrate the story Put the story up in the class for learners to read Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences	 Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence Compile word lists according to instructions Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner – express feelings e.g. Mommy give me a hug; Teacher give me a high five for work well done. Create own dictionary Use phonic knowledge to write sentences Graded Readers: Do written activities e.g. Make your own sentences with the words Use phonic knowledge to write sentences 	 Draw pictures to convey a message with simple captions Write words with learned sounds. Test for consolidation Write own news sentence Compile word lists according to instructions Contribute ideas to the writing of a class story (We purify water) Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences Graded Readers: Do written activities e.g. Make your own sentences with the words

Handwriting W:10% Handwriting	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: U, t Number: 6 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: y Number: 6 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand- eye coordination exercises and correct body posture	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges. Pattern work: Letter formation: C, Number: 7 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand- eye coordination exercises and correct body posture	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation S, f Number: 7 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	exercises and correct body posture	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation 0 Number: 9 Form lower case letters	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	correctly Pattern work: CACACACACACACACACACACACACACACACACACACA	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		bust be observed and assest one informally and ongoing.	sed during daily lesson activ	vities in Languages. Each sl	kill is not meant to be an as	sessment activity but rather	should ensure that leaners	are afforded opportunities	to demonstrate these skills	orally and practically.

SBA (Formal Assessment)

- The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally
- and practically.
- By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics.
- Teachers could choose from SBA guidelines on formal assessment model.

https://drive.google.com/open?id=1vbctW2SUYC9jTL VP1io8Q0YWVC5M 0CBo-FiphTuzU

 $\underline{https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4}$

https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA

 $\underline{https://drive.google.com/open?id=1nQdRnD-wgss5XgHlQee0ulLLSAgf97t53mMz5FomRmY}$

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Му сог	mmunity	Pets	Manners and responsibilities	Plants a	nd seeds		Fo	ood	
Listening & Speaking W: 25% Follow Me Kids Songs Super Simple Songs Free By Super Simple Songs - Kids Songs Resource URL https://www.youtube.com/watch? v=hW2DDGX7Tcc Rhyming Words for Kids Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch? v=-IYFpIZA618	Take part in discussions and answers questions – places in the community Talks about personal experiences – Which places in the picture have you visited (Places in the community) Understand and use vocabulary of subjects – Buildings in my community – purpose of every building	Listen to instructions and respond appropriately Appropriate listening behaviour Listen to story with interest and enjoyment – draw picture with caption Role-play with appropriate vocabulary	Talk about personal experiences – How do I care for my pet? Listen to story with interest and enjoyment – draw picture with caption – Johan's pet. Sequence pictures with captions Role-play with appropriate vocabulary	 Takes part in discussions, ask questions and answers questions – Good and bad manners Talk about personal experiences – Good manners Recite and do actions Understand and use vocabulary of subjects – vocabulary on good and bad manners Listen to story with interest and enjoyment – draw picture with caption – Pietie Please and Thank you 	 Listen to more than one instruction at a time and respond appropriately Understand and use vocabulary of plants Place the flashcard on the picture – We need plants for Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers, etc.) 	Understand and use vocabulary of subjects – parts of a plant Listen to details and answer open-ended questions Ask questions on parts of plants Identify differences and similarities using correct vocabulary	Talk about personal experiences – food I like/do not like Listen to details and answer open-ended questions – healthy and unhealthy food Identify differences and similarities using correct vocabulary – food pyramid	Understand and use vocabulary of subjects Listen to details and answer open-ended questions – Where does different foods come from? Identify differences and similarities using correct vocabulary Use and extend vocabulary – From where do we get different kinds of food.	Listen to instructions and respond appropriately Talk about personal experiences – Create your own menu Understand and use vocabulary of subjects Use and extend dictionary	Appropriate listening behaviour Understand and use vocabulary of subjects Listen to details and answer open-ended questions Identify differences and similarities using correct vocabulary
Phonics W:20% Phonics Topic Phonics letter I Free by Johanna Vega Resource URL https://www.youtube.com/watch ?v=yrQWi-nV2hU Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/nd/ no-/nk/; Fundisa amagama asuka kuluhlu lwamagama lwezandi- mazwi: Ifunda/ inkawu Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/ch/ no-/th/; Fundisa amagama asuka kuluhlu lwamagama lwezandi- mazwi: amachokoza/ isithuthuthu Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi	Fundisa isandi nononbumba-u-/kh/ no-/ph/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: isikhova/iphepha Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	Fundisa isandi nononbumba -u-/bh/ no-/qh/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:ibhola/iziqhamo Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama .	Fundisa isandi nononbumba -u-/xh/ no-/sh/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:umXhos a/ ihashe Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama	Fundisa isandi nononbumba- u-/hl/ no- /dl Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: Ihlosi/ uyadlala Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama .	Fundisa isandi nononbumba- u- /nc/ no-/ng/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: incinci/ ingalo Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama .	Fundisa isandi nononbumba- u- /ny/ no-/nz/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: iinyawo/ inzipho Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama	Fundisa isandi nononbumba- u-/qh/ no-/sh/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iqhekeza/isheleni Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama	Fundisa isandi nononbumba- u- /xh/ no-/ts/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ixhalanga/ tsala Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama

	ezinalamagama	ezinalamagama								
Reading W:25% Shared Reading	Vocabulary building: Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community Story skills: Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community Interpret: Interpret pictures to create own story by "reading" the pictures. Read Big Book and enlarged text as a whole class with teacher	Re-think thoughts and feelings and make inferences: Think deeper What do you think does the character thinks? Make inferences by using cues Think on examples Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Decision making skills: Why do you think the character acted the way he did?	Read Big Book and enlarged text as a whole class with teacher Vocabulary building: Listen to vocabulary in different contexts.(We care for our pets) Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Problemsolving: Cobus does not know how to care for his pet. Help him. Summarise: Explain in 5 sentences how to care for your pet.	Read Big Book and enlarged text as a whole class with teacher Vocabulary building: Listen to vocabulary in different contexts.e.g. Chris forgets his manners Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Problemsolving: Case studies – how will you help children who have bad manners? Summarise: List words that will demonstrate good manners	Read Big Book and enlarged text as a whole class with teacher Vocabulary building: Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Why do we need plants? Interpret information from posters, pictures and tables: E.g. Why do we need plants?		Vocabulary building: Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community Story skills: Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community Interpret: Interpret: Interpret pictures to create own story by "reading" the pictures. Read Big Book and enlarged text as a whole class with teacher	thinks? Make inferences by using cues Think on examples Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Decision making skills: Why do you think the character acted the way he did? Read Big Book and enlarged text as a whole class with teacher Discuss sequence and background from story Use book cover to predict what story is about Recognise the connection between cause and effect Ask questions about story, also higher-order questions Give own opinion of story Interpret information from posters, pictures and tables	Decision making skills: Why do you think the character acted the way he did? Summarise: Make a summary of healthy and unhealthy food	Read Big Book and enlarged text as a whole class with teacher Understand the connection between cause and effect: What will happen if I do not store food properly? Ask questions about story, also higherorder questions
- Group Guided Reading	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher
What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch ?v=yw6CyBjkPqw	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural- analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word	Use structural- analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural- analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word	Use structural- analytical decoding skills • Break up words in word parts • Add word parts together • Recognise smaller words within a word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual
	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	cues:Make use of pictures to make sense of a story

		T				T	T	T		
	Make use of pictures to			Make use of pictures to	Make use of pictures to		Make use of pictures to	Make use of pictures to	Make use of pictures to	Predicts the story by
	make sense of a story	make sense of a story	make sense of a story	make sense of a story	make sense of a story	make sense of a story	make sense of a story	make sense of a story	make sense of a story	making use of cues
	 Predicts the story by making use of cues 	 Predicts the story by making use of cues 	 Predicts the story by making use of cues 	Predicts the story by making use of cues	 Predicts the story by making use of cues 	 Predicts the story by making use of cues 	 Predicts the story by making use of cues 	Predicts the story by making use of cues	Predicts the story by making use of cues	 Make use of the storyline to predict
	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	words
	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	Look at words around a
	words	words	words	words	words	words	words	words	words	specific word, to enable
	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	you to read an unknown
	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	word
	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	
	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	Use phonic knowledge,
										sight words and clues
	Use phonic knowledge,		Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	during reading
	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	11
	during reading	during reading	during reading	during reading	during reading	during reading	during reading	during reading	during reading	Use word recognition and comprehension
	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	skills during the reading
	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	lesson:
	skills during the	skills during the	skills during the	skills during the	skills during the	skills during the	skills during the	skills during the	skills during the	Sound words to
	reading	reading	reading	reading	reading	reading	reading	reading	reading	understand
	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	 Use beginning sounds
	 Sound words to 	 Sound words to 	 Sound words to 	Sound words to	 Sound words to 	 Sound words to 	 Sound words to 	 Sound words to 	 Sound words to 	as a cue
	understand	understand	understand	understand	understand	understand	understand	understand	understand	 Use general letter
	Use beginning sounds		Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	patterns e.gow, -ew
	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	Use know parts of the
	Use general letter natterns e.g. ow ew	Use general letter patterns e.g., ow, ew,	Use general letter patterns e.g., ew., ew.,	Use general letter patterns e.g. ow ew	Use general letter patterns e.g. ow ew	Use general letter patterns a g ow ow	Use general letter patterns a g ow ow	Use general letter patterns e.g., ow, ow,	Use general letter patterns e.g., ow, ew,	words to read the whole
	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ew • Use know parts of the	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ew • Use know parts of the	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ewUse know parts of the	patterns e.gow, -ew ■ Use know parts of the	word Make use of combining
	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Use know parts of the words to read the	Nake use of combining sounds to understand
	whole word	whole word	whole word	whole word	whole word	whole word	whole word	whole word	whole word	words e.g. bl-ock
	Make use of combining		Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Break word up in
	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	syllables to be able to
	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	read and understand
	 Break word up in 	 Break word up in 	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	 Break word up in 	the word.
	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	
	read and understand	read and understand	read and understand	read and understand	read and understand	read and understand	read and understand	read and understand	read and understand	Read with fluency and
	the word.	the word.	the word.	the word.	the word.	the word.	the word.	the word.	the word.	intonation
	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Build sight vocabulary
	intonation	intonation	intonation	intonation	intonation	intonation	intonation	intonation	intonation	during all reading
	Intonution	Intonation		Intonution	Intonution				Intonution	during an reading
	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	
	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	
Writing: W:20%		Write sentence with	Write sentence with	Write sentence with	Write sentence with	Write sentences with	Write sentences with	Write sentences with	Write sentences with	 Write sentences with
Writing	Write sentence with	sounds taught-	sounds taught-	sounds taught –	sounds taught	sounds taught-	sounds taught-	sounds taught-	sounds taught-	sounds taught- Phonic
9	sounds taught -	Phonic activity cards,	Phonic activity cards	double sounds and		Phonic activity cards,	Phonic activity cards,	Phonic activity cards,	Phonic activity cards,	activity cards,
Lance Fred D. and affect for	Phonic activity cards	consolidation test		sight words	Write a poem and draw:	consolidation test	consolidation test	consolidation test	consolidation test	consolidation test
Learn English Punctuation for Kids: Period, Exclamation Mark,	W. 'Cont. London	MC'0 - (1 (0	W. C. at Least O	M/-16	Learners help	Write at least 2	W. Continue (A	Wite a managemen	11	Write at least 0
Question Mark	Write at least 2 sentences on own	Write at least 2 contenses on own	Write at least 2 sentences on own	Write captions: Parts of the plant	teacher to find rhyme words	sentences on own	Write at least 2 sentences on own	Write a message: • Make a list with your	 Use capital letters and full stops in 	Write at least 2 sentences on own
Free By Kids Academy	news – Holiday news	sentences on own news – People in my	news – How do I care	raits of the plant	Learners write the	news/shared writing	news/shared writing	classmate on all the	names	news/shared writing
Resource URL	news - Hollady Hews	community	for my pet?	Use capital letters	poem with the	and use past tense	and use past tense-	healthy food to pack in	names	and use past tense
https://www.youtube.com/watch	Use capital letters and	Johnnanney	loi my pot:	and full stops in	teacher	I grew my own plant	Where do we get	for school	Make use of nouns,	We make fruit salad
?v=mPnSYcxkiKU	full stops in names	Write a simple	Use capital letters	names	1000	Write the steps and	different kinds of food?	Give reasons for	pronouns in writing	 Write down the
	Holiday news	message in a card	and full stops in		Contribute ideas to	draw next to it		choosing those foods	(with help of teacher)	recipe step by step
	Phonic tasks	Write a thank you card	names	Make use of	the writing of a class		Use capital letters		,	
		for the police		nouns, pronouns	story	Use capital letters	and full stops in			 Use capital letters
	Contribute ideas to the		Make use of	in writing (with		and full stops in	names	Use capital letters	Contribute ideas to	and full stops in
	writing of a class story	Use capital letters and	nouns, pronouns	help of teacher)	Write caption/ short	names	Male C	and full stops in	the writing of a class	names
	Different careers	full stops in names	in writing (with		sentence and	Make was of	Make use of nouns, propouns in writing	names	story	- Make use of marrie
	Write contion/ short		help of teacher)		illustrate for reading	Make use of	pronouns in writing (with help of teacher)	Make use of nouns,	How can we preserve food	Make use of nouns, propouns in writing
	Write caption/ short sentence and illustrate				corner	nouns, pronouns in writing (with	(with help of teacher)	make use of nouns, pronouns in writing	food How can we keep food	pronouns in writing (with help of teacher)
	for reading corner				Create own dictionary			(with help of teacher)	fresh?	(with help of teacher)
	.or roading control				- Oreate Own dictionary	noip of todoller)		(mail help of teacher)	110011:	
	Create own dictionary					Contribute ideas to				Contribute ideas to
	Orcate own alottonary						i .	İ	i	
	orcate own dictionary					the writing of a class				the writing of a class
	oreate own dictionary					the writing of a class story				the writing of a class story
	oreate own dictionary					_				•

						Write caption/ short sentence and illustrate for reading corner Create own dictionary				
Handwriting W:10% Handwriting	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: U, t Number: 6	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: y Number: 6	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges. Pattern work: Letter formation: e, Number: 7	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation C, C Number: 7	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation G, e Number: 8	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation p, b Number: 9	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation O, a,d Number: 0	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		nust be observed and assesone informally and ongoing.		vities in Languages. Each s	kill is not meant to be an as	sessment activity but rather	should ensure that leaners	are afforded opportunities t	o demonstrate these skills o	orally and practically.
SBA (Formal Assessment)	and practically.By week 9 teac		plete the checklist and scor	ivities in Languages. Each see each learner according to odel.		sessment activity but rather	should ensure that leaners	are afforded opportunities	o demonstrate these skills o	orally
	https://drive.google.com/d	ppen?id=1vbctW2SUYC9jTI	L_VP1io8Q0YWVC5M_0CE	Bo-FiphTuzU						
	https://drive.google.com/d	ppen?id=17ue7rZ47cwAZB8	BqYLFiONtvMUaNt2QRrM2	2Oz8nLXHV4						
	https://drive.google.com/d	ppen?id=1IMbVXrS59cPdf8	k5jb7CuuanRkX3orwMS1H	<u>IrqumZfuA</u>						
	i									

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
THEME	Houses		Picture maps		Water		The sky at night				

Listening & Speaking W: 25% Rhyming Words for Kids Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch? v=-IYFpIZA618 ds vocabulary - Clothes - clothing - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch? v=Q EwuVHDb5U	Use simple strategies to find information: • Look at the pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback.	Classify information by making use of individual pictures: • Use the pictures and sort it according to building materials and houses. • Give feedback to the group Appropriate listening behaviour Listen to stories and give an opinion	Listen with enjoyment and respond to riddles and jokes/ use imaginative language: • Teacher ask riddles and learners find the location on the map. • Learners make up their own riddles and ask each other to solve. Group discussions and feedback	Group discussions and feedback Gain information through simple strategies: • Make use of words indicating position to explain a simple route to a classmate. • The classmate follows the instructions. Classify information	feedback Gain information through simple strategies Classify information Make use of pictures to discuss the different uses of water. Tell a known story with a beginning, middle and end.	Appropriate listening behaviour Talk about personal experiences and feelings • How can we save water? Listen to stories and give opinion Tell well-known story with intonation Answer closed and open-ended questions • Teacher reads a story on water • Learners answers questions	Listen to stories and give opinion Group discussions and feedback Gain information through simple strategies Use terms: sentence, capital letter, full stop Listen to instructions and announcements and respond appropriately Answer closed and open-ended questions • Answers questions on the story	Talk about personal experiences and feelings Differences between day and night Careers on people working in the day and those working in the night Answer closed and open-ended questions Answers questions on the story Tell a known story with a beginning, middle and end.	Appropriate listening behaviour Listen to stories and give opinion Story on planets in the universe Learners listens to a song and sing along Listen to instructions and announcements and respond appropriately Answer closed and open-ended questions: Planets in the universe	Talk about personal experiences and feelings: • Full moon, half moon, crescent moon Listen to stories and give opinion: • Discussions on sun and moon • Poem about stars Tell a known story with a beginning, middle and end.
Phonics W:20% Phonics Kids vocabulary - Toy - toy vocab - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch?v=RjRbX4UTOG8	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/qh/ no-/bh/; Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: iziqhamo/ iqhuma/ ibhabhatahne/ itshefu Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	 Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba-u-/ty/ no-/gq/; Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: utyebile/igqabi Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	Fundisa isandi nononbumba-u-/kr/ no-/mf/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ikrazukile/imfene Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa isandi nononbumba-u-/nj no-/my/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:inja/umyeni Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	amagama asuka kuluhlu lwamagama lwezandi- mazwi:imkile/ unomsindo Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa isandi nononbumba-u-/md/ no-/mg/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: mdala/umgalel o Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo	Fundisa isandi nononbumba-u-/mq/ no-/mj/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: incinci/umqamelelo/umjikelo Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	 Fundisa isandi nononbumba-u-/ml no-/mz/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: umlambo/umzamo/ Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	 Fundisa isandi nononbumba-u-/mh/ no-/mc/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: umhambi/ UMcebisi Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo. 	 Fundisa isandi nononbumba-u-/xw/ no-/zw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: uxwebile/ ilizwe Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama
Reading W:25% Shared Reading Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Vocabulary building: Vocabulary in different contexts Focus on words in pictures before learner focus on text – different kinds of houses in our country Use Big Book and other enlarged text with teacher Story skills: Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building	Use Big Book and other enlarged text with teacher: • Goldilocks and the three bears Identify initial event / problem that sets the story in motion • Goldilocks and the three bears Discuss logical sequence of story Recognise cause and effect in story	Vocabulary building: Vocabulary in different contexts Focus on words in pictures before learner focus on text Story skills: Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building materials used to build houses Interpret information on posters	Use Big Book and other enlarged text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use Big Book and other enlarged text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use Big Book and other enlarged text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use Big Book and other enlarged text with teacher Predict story based on cover Use clues and pictures in book for understanding Answer open-ended questions based on text	Use Big Book and other enlarged text with teacher Predict story based on cover Use clues and pictures in book for understanding Answer open-ended questions based on text	Identify initial event / problem that sets the story in motion Use clues and pictures	Predict story based on cover Use clues and pictures in book for understanding Answer open-ended questions based on text Interpret information on posters

	materials used to build			<u> </u>		Ι			<u> </u>	
	houses									
	• Interpret information									
	on posters									
Group Guided Reading	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart	Read aloud from own book or reading chart
	with teacher	with teacher	with teacher	with teacher	with teacher	with teacher	with teacher	with teacher	with teacher	with teacher
What Is Guided Reading? Reading Lessons Free By	Lla a atminational	Lloo otwiceturel	Llos otrocotorel	Lla a atminational	lles etwictions!	llee etwieturel	Lloo otwiceturel	lles etwiceturel	llee etwanturel	llee etwictived enclytic
Howcast	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural- analytical decoding	Use structural-analytical decoding skills
Resource URL	skills	skills	skills	skills	skills	skills	skills	skills	skills	Break up words in word
https://www.youtube.com/watch ?v=yw6CyBikPqw	Break up words in word parts	 Break up words in word parts 	Break up words in word parts	Break up words in word parts	 Break up words in word parts 	Break up words in word parts	 Break up words in word parts 	Break up words in word parts	Break up words in word parts	partsAdd word parts together
··· ywooybjin qw	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	Recognise smaller
	together	together	together	together	together	together	together	together	together	words within a word
	Recognise smaller words within a word	 Recognise smaller words within a word 	Recognise smaller words within a word	Recognise smaller words within a word	 Recognise smaller words within a word 	Recognise smaller words within a word	 Recognise smaller words within a word 	Recognise smaller words within a word	Recognise smaller words within a word	Make use of contextual
										cues:
	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	 Make use of pictures to make sense of a story 			
	Make use of pictures to	Make use of pictures to	Make use of pictures to	Make use of pictures to	Make use of pictures to	Make use of pictures to	Predicts the story by			
	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	 make sense of a story Predicts the story by 	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	make sense of a storyPredicts the story by	making use of cues • Make use of the
	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	storyline to predict			
	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	words			
	storyline to predict words	storyline to predict words	storyline to predict words	storyline to predict words	storyline to predict words	storyline to predict words	 Look at words around a specific word, to enable 			
	Look at words around	 Look at words around 	Look at words around	 Look at words around 	Look at words around	Look at words around	you to read an unknow			
	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	a specific word, to enable you to read an	word
	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	Use phonic knowledge,
	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	sight words and clues during reading
	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	daming reading			
	during reading	during reading	during reading	during reading	during reading	during reading	during reading	during reading	during reading	Use word recognition and comprehension
	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	skills during the reading
	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	and comprehension	lesson:
	skills during the reading	skills during the reading	skills during the reading	skills during the reading	skills during the reading	skills during the reading	skills during the reading	skills during the reading	skills during the reading	Sound words to understand
	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	lesson:	Use beginning sounds
	Sound words to understand	 Sound words to understand 	Sound words to understand	Sound words to understand	 Sound words to understand 	Sound words to understand	 Sound words to understand 	Sound words to understand	Sound words to understand	as a cueUse general letter
	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	patterns e.gow, -ew
	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	as a cue	Use know parts of the
	Use general letter patterns e.gow, -ew	 Use general letter patterns e.gow, -ew 	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	 Use general letter patterns e.gow, -ew 	Use general letter patterns e.gow, -ew	 Use general letter patterns e.gow, -ew 	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	words to read the whol word
	Use know parts of the	 Use know parts of the 	Use know parts of the	 Use know parts of the 	 Use know parts of the 	Use know parts of the	Make use of combining			
	words to read the whole word	words to read the whole word	words to read the whole word	words to read the whole word	words to read the whole word	words to read the whole word	sounds to understand words e.g. bl-ock			
	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Break word up in			
	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	syllables to be able to read and understand
	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	the word.			
	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	Dood with floors and			
	read and understand the word.	read and understand the word.	read and understand the word.	read and understand the word.	read and understand the word.	read and understand the word.	Read with fluency and intonation			
	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Build sight vocabular during all reading			
	 Build sight vocabulary during all reading 	 Build sight vocabulary during all reading 	 Build sight vocabulary during all reading 	 Build sight vocabulary during all reading 	 Build sight vocabulary during all reading 	 Build sight vocabulary during all reading 				
	uuring an reauling	uuring an reauling	uuring an reauling	uuring an reauling	uuring an reaulily	uuring air reauling	uuring all reaulily	uuring air reauling	uuring an reauling	

Writing: W:20% Writing Kids vocabulary - Where? (in, on, under) - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch?v=PKFgBK5fbfc	Write sentences with sight words and tricky words Written tasks on tricky words Write at least 3 own sentences by using learnt sounds and known sight words: Holiday news Write with capital letters and full stops. Write prepositions correctly Spell known words correctly	Write sentences with sight words and tricky words Written tasks on tricky words Write at least 3 own sentences by using learnt sounds and known sight words: My dream house Write with capital letters and full stops. Write prepositions correctly Spell known words correctly	Write sentences/ news/ creative story – use taught knowledge	Write sentences with sight words and tricky words • Written tasks on tricky words Do written activities and write plurals of known words Write and illustrate sentences for reading corner: • Route from home to school Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance	Write sentences with sight words and tricky words Written tasks on tricky words Do written activities and write plurals of known words Write a creative story of at least 3 sentences by using learnt sounds and known sight words: Uses of water Write with capital letters and full stops	Write sentences with sight words and tricky words • Written tasks on tricky words Do written activities and write plurals of known words Write a creative story of at least 3 sentences by using learnt sounds and known sight words: • We make clever plans to save water Write and illustrate sentences for reading corner	Write sentences with sight words and tricky words • Written tasks on tricky words Write a creative story of at least 3 sentences by using learnt sounds and known sight words: • Day and night Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance	Write sentences with sight words and tricky words Writen tasks on tricky words Write a creative story of at least 3 sentences by using learnt sounds and known sight words: I would like to go and live on the moon because Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance	Write sentences with sight words and tricky words • Written tasks on tricky words Do written activities and write plurals of known words	Write a creative story of at least 3 sentences by using learnt sounds and known sight words: • My first school year Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance
Handwriting W:10% Handwriting	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorpora- ting: U , t (e.g. hut, tub, rut) Number: 6	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorpora-ting: y Number: 6	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words incorporating: e, t Number: 7	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words incorporating: e, g Number: 7	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words incorporating: C, E Number: 8	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: O e.g. pot, hot, shot The pot is hot. Number: 9	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: p, b Number: 0 (zero)	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: 0, Number: 0 1 2 3 4 5	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: G, Q, K Number: Revise 6 7	 All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: K, X, Z Number: 0 1 2 3 4 5 6 7 8 9
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		nust be observed and asses one informally and ongoing.	sed during daily lesson acti	vities in Languages. Each s	kill is not meant to be an as	sessment activity but rather	should ensure that leaners	are afforded opportunities	to demonstrate these skills	orally and practically.

SBA (Formal Assessment)

- The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally
- and practically.
- By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics.
- Teachers could choose from SBA guidelines on formal assessment model.

 $\underline{https://drive.google.com/open?id=1 vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU}$

 $\underline{https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4}$

 $\underline{https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA}$

 $\underline{https://drive.google.com/open?id=1nQdRnD-wgss5XgHlQee0ulLLSAgf97t53mMz5FomRmY}$